### Title II, Part A

### Teacher and Principal Training and Recruiting Fund



#### **Purpose**

To increase **student academic achievement** by

- Improving teacher and principal quality
- Increasing the number of <u>highly qualified</u> teachers and <u>principals</u> in schools

#### **Important Note**

- ◆ Title II-A does not provide
  - Direct Student Services, nor
  - Educational Materials

#### When filling out the application

- List needs assessment from 5-Year Plan
- Choose local activity that meets that need
- Use additional pages as needed

#### **Local Activities must**

- Be based upon a local needs assessment
  - Use information from your Five-year Comprehensive Education Plan, Section A, District Profile
- Be tied to challenging standards
- Be based upon scientific research
- Be targeted to low-performing students/teachers
- Improve student achievement
- Meet the needs of teachers/principals

#### Local Activities must (continued)

- Be designed collaboratively by a local committee (page 13)
  - Include every school in district
  - Include all core areas
  - □ Include Title I teachers
  - Include principals, other relevant school personnel, parents

### Title II, Part A allows these four activities within specific guidelines:

- Professional Development
- Reduction of Class Size
- Retention of Highly Qualified Teachers
- Recruitment of Highly Qualified Teachers

### Professional Development may be offered in (page 10)

- Core academic subject(s) taught
- Improving teaching practices
- Using challenging state standards
- Teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency

### Professional Development may be offered in (continued, page 10)

- Improving student behavior in the classroom and identifying early and appropriate interventions to help students with different learning styles
- Involving parents in their child's education
- Understanding and using data and assessments to improve classroom practice and student learning

### Professional Development must be (continued, page 10)

- Based on district needs assessment (5-Yr Plan)
- Used to improve classroom practice
- Designed to raise student achievement
- Targeted to low-achieving students, teachers, and schools

### Professional Development must be (continued, page 10)

- Classroom-focused to improve classroom instruction and student achievement
- High quality
- Sustained
- Intensive
- Job-embedded
- Not isolated one-day workshops or conferences

#### **Reduction of Class Size (page 11)**

- Based upon needs assessment (5-Year Plan)
- Particularly in the early grades
- Only highly qualified teachers may be hired

#### Reduction of Class Size (continued, page 11)

- Be specific about the classes to be reduced
- Explain why this reduction is expected to increase student achievement

### Retention of Highly Qualified Teachers and Principals (page 11)

- Incentives to retain <u>teachers</u> with a record of helping <u>low-achieving students</u> improve academic achievement
- Incentives to <u>principals</u> with a record of improving academic achievement of all students, but particularly <u>low-income</u>, <u>minority groups</u>, and those with disabilities.

### Recruitment of Highly Qualified Teachers (page 11)

- Must be assigned to teach in their fields
  - In core academic <u>subjects</u> and/or <u>schools</u> in which a <u>shortage</u> of highly qualified teachers exists

### Process for Selecting Title II, Part A Activities

- Form committee of teachers (including Title I teachers), paraprofessionals, principals, other relevant school personnel and parents
  - Evaluate district and school data
  - Look for inequities in gender and income levels and ethnic groups
    - Disaggregated data on Assessment page at www.opi.state.mt.us

### Process for Selecting Title II, Part A Activities (continued)

- Identify greatest need in student achievement and/or teacher content and/or practices
- Determine focused objectives to address needs
- Coordinate with other program plans to raise student achievement
- All activities must measurably raise student achievement

### Coordination of Title II, Part A funds with Title II, Part D and Title I, Part A (page 12)

- Title II, Part D
  - Coordinate funds used for professional development to integrate technology into instruction
- Title I, Part A
  - Explain how you plan to use Title II, Part A funds to meet the requirements of Section 1119

### Non-Supplanting Rule Applies to all ESEA Programs

Expenditures must <u>supplement</u>, not supplant (replace) any other federal, state, or local education funds.

#### **Nonpublic School Participation**

- Districts must survey all nonpublic schools in the district to determine if they wish to participate in Title II, Part A during the 2003-04 school year.
- Participating nonpublics must be invited to needs assessment and planning sessions.

#### **Nonpublic School Participation**

- Professional development is the <u>only</u>
  Title II, Part A service provided to nonpublics.
- Substitutes for nonpublic teachers may not be hired with Title II, Part A funds.

#### Sources of additional information

- OPI Title II Part A Web page: http://www.opi.state.mt.us/titleiiparta/
- Full text of the law:
  http://www.ed.gov/legislation/ESEA02/
- Title II, Part A Guidance from the U.S. Department of Education:

http://www.ed.gov/offices/OESE/SIP/TitleIIguidance20 02.doc

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"There is a fundamental moral imperative working here.

This is about children."

Michael Fullen